



CIEE Global Institute Buenos Aires, Argentina

Course name:	Beginning Spanish Language II Oral Communication and Culture
Course number:	SPAN 1009 BAAR
Programs offering course:	Summer Spanish Language Program
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45 hours
Term:	Summer 2019

Course Description

This course is designed to make students develop oral production and comprehension skills through the culture of Buenos Aires. It is aimed at students who wish to improve their communicative competence and widen their lexis and discursive strategies which will allow them to interact successfully in Spanish daily life. It aims to develop oral fluency through different authentic material with regards to the arts, urban manifestations, history and identities of Buenos Aires while not disregarding the written and grammar skills. This course is widely communicative oriented and focused in improving expression and accuracy in a wide variety of situations. To this effect, a practical and participative methodology will be employed, which will allow the students to communicate according to appropriate norms and contextual situations.

Learning Objectives

- Produce oral and writing texts that are grammatically, discursively and contextually adequate.
- Actively comprehend and use the characteristics of *Rioplatense* Spanish and the culture norms given in the Buenos Aires context.
- Be able to establish effective communication in Spanish in everyday and in common use situations.
- Broaden their knowledge of the Buenos Aires and Argentinean culture by being exposed to authentic material and participating in visits.

Methods of Instruction

Students will work with class materials specially designed and prepared by the instructors to develop reading and writing techniques. The student will work with a booklet of original didactic(al) materials (designed for the course by the instructors in charge) that includes a wide variety of exercises determined to increase time spent speaking in the classroom and to stimulate oral interaction in different environments (fieldtrips and excursions) or situations (familial, social, academic, institutional). The different materials present oral and written texts and various graphic and visual supporting material (films, trailers, short films, TV shows, advertisements, recordings, newspaper articles, stories, comic strips, photos, maps, etc.) that develop the contents of the program. Grammar will be seen if necessary as a supplement to the communicative and functional objective proposed in the class. Every two weeks an outdoor activity focused on the themes seen in class will be done with all students. This is a compliment to the course and is equally mandatory to success this class.



Assessment and Final Grade

1. Daily homework	20%
2. Weekly individual or group oral presentations	20%
3. Final Individual Oral Presentation	35%
4. Final written Assignment	15%
5. Participation	20%

Course Requirements

Daily Homework

Students will be given written homework on a daily basis to reinforce the grammatical, lexical and cultural aspects covered in the classroom and will be checked by the instructor in class everyday. No extension can be granted; failing to complete daily homework will result in a lower final grade for the course. [SEP]

Weekly Oral Presentations

Students will make 10 minute oral presentations, individual or in groups of two, based on previous research on a topic with regards to the course, selected by the students and coordinated by the professor. These presentations can include interviews, summaries, research developments, etc. These projects are designed to give students the possibility to put into practice the theoretical points covered during the week, and in the previous weeks, within a meaningful, interactive and communicative aim. Fluency, vocabulary use, structure and comprehension will be evaluated as well as comprehension and pertinence of the cultural relevance.

Final Oral Presentation

Instructions for the final exam will be delivered one week in advance. Students must prepare all topics asked by the instructors. The day of the exam, they will deliver a 15-minute personal oral presentation on a random topic within a selection of themes seen in class and class debate. Course comprehension, vocabulary, fluency, communicative skills and participation will be assessed. The ability to listen, comprehend, interact and support their fellow classmates will also be pondered.

Final Written Assignment

The last day of class, students will be expected to hand in a personal written assignment on a selected topic chosen from a variety of themes seen in class. This essay will be 1200-1500 words long and will include personal experience of the outdoor cultural activities done in the program as well as theoretical components seen in class with regards to the life and culture of Buenos Aires. Course comprehension, personal research and discursive adequacy will be assessed.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.



Each student is expected to actively participate in class, and this is absolutely necessary to the effective functioning of the course as well as to individual progress. Participation and the investment of an appropriate amount of time in the preparation of each session will be taken into account in the determination of final grades .

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. Out the classroom-guided activities will take



place every two weeks according to the schedule determined when the course is delivered, to put in practice the structures seen in the classroom within a real context and maximize exposure to real linguistic situations/contexts.

Week 1

- Class 1** Introductions and Class Methodology.
Introducing and talking about yourself and your environment. Describing places and locations. The expression of habits, likes, interests and preferences. Spanish in its diversity: orality of Rioplatense Spanish and the peninsular variety. Cognates
- Class 2** Tour around GI CIEE: the University Quartier.
Obras Sanitarias, Houssay square and surroundings. Describing the neighborhood, learning from the city.
Due: Daily homework: "The war of words, my struggle in Spanish".
- Class 3** Talking about big cities and Buenos Aires
Using Maps, brochures, tourist guides. Expressing what you like about a place. Describing a place. Opinions and songs about different cities and city lifestyles. Phonetic Focus (Letter G)
Due: Oral Presentation 1: Interview to Argentineans: how do you speak?.

Week 2

- Class 1** University and Academic Life.
Comparison of the American and the Argentine university system. Formal and informal registers. Watch different movie scenes on university lifestyle.
Due: Daily homework.
- Class 2** Typical dialogues for shopping situations. Useful expressions and specific vocabulary for shopping. Communicative strategies. Conversation: participants' roles (speakers and listeners) and the "speaking turns"
Phonetic Focus (Letter D&B)
Due: Oral Presentation 2: Fashion in Buenos Aires. Observer report.

Week 3

- Class 1** The transport and traffic system. Travel-related vocabulary.
The lexicon of the city. Application, indication and following of itineraries. Formal and informal practices of asking for things, asking questions and expressing gratitude.
Due: Daily homework.
- Class 2** Tour: Avenida Corrientes, coffeeshops, bookstores and theaters.
A tale of the past. Buenos Aires' social and cultural life. Yesterday and today. Typical conversation, dialogue and experience in the Coffee Culture. Working with newspapers.
Daily Homework: Experiencing cultural life in Buenos Aires.
- Class 3** Emblematic personalities of Argentinean History.



Phonetic Focus (Consonant Letters)

Due: Oral Presentation 3: Fashion in Buenos Aires. Observer report.

Week 4

Class 1

Foodie Buenos Aires

Eating habits in Argentina. Typical dishes. How to prepare a meal. Going to the supermarket / restaurant. How to order and ask for things.

Due: Daily homework.

Class 2

The expression of persuasion: negotiating, convincing and influencing others. Advertising language: print and television. Oral production in persuasive discursive formats.

Phonetic Focus (Vowels)

Due: Oral Presentation 4: A typical Argentinean Dish. Oral Instructions.

Week 5

Class 1

Recognize vocabulary and expressions with regards landscapes and holidays. Describe and talk about different types of natural spaces and the sports and hobbies done in them. Talk about likes and dislikes.

Due: Daily homework.

Class 2

Tour: Puerto Madero and the Reserva Ecologica.

Due: Daily homework.

Class 3

Autochthonous wildlife and pets in Argentina.

Describing and getting to know particular lifestyle in Argentina. Talking about likes and dislikes around pets and the city. (Aulas del Sur 3).

Phonetic Focus (Vowels)

Due: Oral Presentation 5: Podcast advertising a natural park or talking about a particular species of Argentina.

Week 6

Class 1

Learning and extending vocabulary related to the body and its parts.

Physical and psychological description of people. Communicative strategies. Non-verbal communication and body language. Argentine body language and gestures. Indication and following of instructions.

Due: Daily homework.

Class 2

Language as a system: Revision of past tenses/pluperfect. Conjunctions and connectors

Final assignment: Integral production and comprehension of different types of oral and written discourse

Phonetic Focus (Intonation)

Due: Oral Presentation 3: Fashion in Buenos Aires. Observer report.

Week 7

Class 1

Vocabulary related to the professions and the workplace. Using formal lexis needed for the workplace. Ideal jobs and dream professions. What



would you like to be? Imagining a possible future.

Due: Daily homework.

Class 2 **Tour Graffiti Tour around Palermo**

Due: Daily homework.

Class 3 Emphasis and Intensification.

Expressing emotions and intention in Spanish. Analysis of soap operas and dramatic audiovisual pieces. How to express yourself in the latinway.

Due: Outline for Written Assignment.

Week 8

Class 1 Final Individual Oral Presentation.

Due: Students will present the selected topics given by the instructor and deliver the Oral Presentation.

Class 2 Final Written Assignment and Feedback.

Due: Students will hand in the Final Written Assignment and share it with their classmates in a reading together.

Course Material

A reader containing the course syllabus, grammar program and exercises, and methodological recommendations will be provided by CIEE. Material provided by the CIEE instructor based on the "Taller de Comunicación de Desempeño Oral" handbook. Resources from the Internet, such as articles from Spanish language newspapers, relevant sites, videos, will also be used.

Readings


Materials provided by instructor are based on the following readings.

- ALDEROQUI S. y PENCHANSKY P., (1998), *Guía Turística de la ciudad de Buenos Aires*
- Arias, Ana. Los primeros. Buenos Aires: Editorial Santillana, 2001. En papel.
- Barcia, Pedro. La lengua en las nuevas tecnologías. Academia Argentina de Letras. Buenos Aires: Editorial Dunken, 2007. En papel.
- Bertoni, Lilia y Romero, Luis. Los tiempos de los inmigrantes. Buenos Aires: Editorial Colihue, 1995.
- Chartruc, Cecilia. MALBA. Una historia abierta. Diario La Nación, 18 de septiembre de 2016.
- ETERNAUTAS (2008), *Buenos Aires tiene historia, Once itinerarios guiados por la ciudad*
- Eternautas. Buenos Aires tiene historia. Once itinerarios guiados por la ciudad. Buenos Aires: Editorial Aguilar, 2008.
- QUINO (1993), *Todo Mafalda*
- SCAGLIOTTI F., (2008), *El Libro de Oro de la Argentinidad*

Online Resources

- Ministerio de Educación de la Nación Argentina. Portal educ.ar. Web. 30 de marzo de 2015. <http://www.educ.ar>.



- Sitio oficial de Turismo de la Ciudad de Buenos Aires. Recorridos turísticos. Web. 30 de marzo de 2015. <http://www.turismo.buenosaires.gob.ar/es/agrupador-noticias/recorridos-turísticos>>
- Sitio oficial de Cultura de la Ciudad de Buenos Aires. Agenda cultural. Web. 30 de marzo de 2015. <http://www.buenosaires.gob.ar/cultura>
-  Welcome Argentina. Información turística sobre la República Argentina. 2003-2015. Web. 30 de marzo de 2015. <http://www.welcomeargentina.com>

Film & TV

- Teatro Colón. Un siglo de historia. Turismo Visión Argentina. TVARG, 2012.
- Relatos salvajes. Dir: Damián Szifrón. Perf. Ricardo Darín, Leonardo Sbaraglia. K&S Films, 2014. DVD.
- Recorded Television advertisements. 2010. Flash Video File.